

Calthwaite Church of England Primary School

Special Educational Needs and Disabilities (SEND) Policy



Chair of Governors:

Head Teacher: J Harvey

Date: Sept 2023

Next review due by: Sept 2024

Aims and Vision

At Calthwaite Church of England Primary School, we have high aspirations and expectations for children with SEND. Children with special educational needs and/or disabilities are provided with equal access to a broad, balanced and relevant curriculum. We aim to provide children with the opportunity to make full use of their potential and seek to develop positive and confident learners. We see the strengths of the children and work with this to ensure they leave in Year 6 with a wide range of skills and knowledge

At Calthwaite, positive relationships with parents of SEND children are valued. We have established a culture of strong parent partnership and involvement in order to achieve the best possible outcomes for every child.

In our school we follow the SEND Code of Practice. We uphold the belief that every teacher is a teacher SEND. All staff are responsible for supporting and developing children's special educational needs.

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils.

Legislation and Guidance

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014 (and related regulations)/ COVID changes expire 25/09/2020
- Health and Social Care Act 2012
- Equality Act 2010.
- Mental Capacity Act 2005
- Children's Act 1989.

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- SEN Code of Practice 0-25.
- Supporting Children with Medical Conditions 2017.
- Keeping Children Safe in Education September 2020.
- Working Together to Safeguard Children 2018
- Guidance as it is updated regarding COVID19

Definition of Special Educational Needs and/or Disabilities

"Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them."

Children have a learning difficulty if they:

- a) Have a significantly greater difficulty in learning than the majority of children of the same age, despite quality first teaching, and/or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools.

Objectives

In order to meet the special educational needs and/or disabilities of our children at Calthwaite CE Primary School we will:

- Identify children with special educational needs and disabilities and ensure that their needs are met through suitable support and intervention.
- Provide learning opportunities that will enable children to develop their learning skills, raise their self-esteem and develop a positive self-image.
- Use resources effectively to support children with SEND.
- Ensure that children with special educational needs and disabilities are included in all the activities of the school.
- Keep records and track the progress of children with SEND.
- Provide on-going training for all staff working with children with SEND.
- Ensure parents are informed of their child's special needs and that there is effective communication between parents and school.
- Ensure that learners and their parents express their views and are involved in decisions which affect their child's education.
- Promote effective partnership and involve outside agencies when appropriate.
- Ensure collaboration between education, health and social services whenever required.

Named Persons

The Special Educational Needs and Disabilities Co-ordinator (SENDCo) is: Mrs S Bulman
The Special Educational Needs Governor is: Mrs R Evans

Roles and Responsibilities

The SENDCo will:

- Work with the Headteacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching.
- Advise on the Graduated Approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, including the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the Headteacher and Governing Body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps up to date records of all pupils with SEND.

The SEND Governor will:

- Help to raise awareness of SEND issues at Governing Body meetings.

- Monitor the quality and effectiveness of SEND and disability provision within the school and update the Governing Body on this.
- Work with the Headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.

The Headteacher will:

- Work with the SENDCo and SEND Governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND.

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision.
- Review Support Plans termly with parents.
- Ensuring they follow the SEND policy.

Coordinating Provision

The school maintains records of all pupils in order to track and assess progress. Initially, concerns will be raised with the SENDCo and Headteacher and monitored by the class teacher and within school. Where concerns persist, the SENDCo, Headteacher, class teacher and parents/carers will review how to proceed and additional support and/or intervention programmes will be provided to target specific needs. Progress and response to the strategies will be monitored and reviewed using the Graduated Approach: Assess-Plan-Do-Review cycle.

The review will evaluate the progress made and a decision will be taken that:

- a) no further special help is required
- b) there is a need to continue the existing provision
- c) there is a need to move to the next stage which may be Early Help Assessment.

When additional provision is required, the class teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil.
- Their previous progress, attainment and behaviour.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents.
- The pupil's own views.
- Advice from external support services (if relevant).

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

Evaluating the Effectiveness of SEND Provision

We evaluate the effectiveness of provision on progress for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term.
- Reviewing the impact of interventions mid-way and at the end of the program.
- Listening to pupil and parent voice.
- Monitoring by the SENDCo.
- Using provision maps to measure progress.
- Holding annual reviews for pupils with EHC plans.
- Working closely with cluster SENDCo to continue development of good practice and keep ideas 'fresh.'

Adaptations to the Curriculum and Learning Environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, visual timetables, wobble boards, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adaptations to the environment to ensure accessibility.

Additional Support for Learning

We have one Senior Teaching Assistant who is trained to deliver Reading Intervention. Two further Teaching Assistants support pupils on a 1:1 basis both in class and when required, out of the classroom environment. All Teaching Assistants support pupils in small groups when required. We have one Teacher who is trained in Maths Recovery.

SEND Support in School

We aim for early identification of special educational needs so we can support and assist progress as soon as concerns are raised. In identifying a child as needing SEND support, the class teacher, working with the SENDCo, will carry out a clear analysis of the pupils needs. A wide range of assessment strategies/tools will be accessed depending upon the area of need. When a member of staff identifies a child with special educational needs, the class teacher will provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum.

This will be considered when:

- The attainment gap between the child and the child's peers is widening.
- The attainment is much less than that of the majority of peers.
- Current progress is significantly less than the child's previous rate of progress.
- There is little progress or improvement in self-help, social or personal skills.
- There is little improvement and/or deterioration in the pupil's behaviour/emotional state.
- The pupil has sensory, physical, communication and/or interaction difficulties.

The school will take into account the views and opinions of the parents regarding their child's special educational needs as these will support the school assessments and help provide a more 'holistic' understanding of their child's needs. A positive home-school partnership is crucial throughout the process and parents will be consulted and informed of all support to be planned and delivered in order to gain the best possible outcomes for their child.

Additional resources within the school may be deployed to assist with the support, including:

- Early Talk Boost
- Time to Talk
- Black Sheep Language Development
- Blanks Level of Questioning
- Barrier Games
- Maths Recovery
- Reading Intervention

A Support Plan (SP) will be created, together with the child (if applicable) and the parent/carer to:

- identify the needs of the child
- set long term outcomes
- set specific targets and learning objectives
- identify positive learning strategies for the child (how they learn best)
- develop strategies for meeting the objectives (child voice, parent voice, staff voice)
- monitor the development
- set a review date (termly)

It is usually the child's class teacher who will be responsible for providing the school's targets for the child. However, if the child is about to move into a new year group then the teacher who knows them best will be the main contributor to the Support Plan in readiness for the transition.

Support Plans will be reviewed every term, together with the parent/carer and if applicable, the child. Parents will be provided with clear information regarding the impact of the support and interventions, enabling them to be involved in the planning of the next steps. These will be organised separately from the regular parents' evenings.

If concern still exists after a review and adequate progress is still not being made, a decision will be made to move to the next stage of the process.

Early Help

If the child continues to make less than expected progress despite evidence based support and interventions that are being matched to the pupil's area of need, then school would look at requesting additional support from specialists and outside agencies with the agreement of the parents.

External support services will usually visit the child in the school setting so that they can:

- Advise teachers on new SPs with fresh targets and accompanying strategies.
- Provide more specialist assessments that can inform planning and the measurement of a pupil's progress.
- Give advice on the use of different strategies or materials.
- Provide support for particular activities (in some cases).

- Review evidence of attainment and rate of progress.
- Advise upon target setting, planning and support.
- Suggest particular resources and strategies to suit the child's individual needs. Offer advice on other agencies and support services.

Early Help will be considered if despite receiving support under SEND support within school, the child:

- Continues to make little or no progress.
- Continues working at National Curriculum levels/EYFS Early Learning Goals that are significantly below the expected level.
- Presents behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class.
- Has sensory or physical needs and requires additional specialist equipment or regular advice/visits by a specialist service.
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Statutory Assessment

A very few children, for whom Early Help has not proved sufficiently effective over at least a six month period, will be considered by the school for a statutory assessment request. This decision to apply for a formal assessment will be made in conjunction with the child's parents/carers. Parents/carers also have the right to request statutory assessment at this stage. Parents/carers can choose to pull out of the process at any point, if they feel that this is not the best decision for their child.

Further details of funding is available from the SEND Officer at Cumbria County Council <https://fid.westmorlandandfurness.gov.uk/kb5/westmorlandandfurness/directory/localoffer.page?localofferchannel=0#:~:text=The%20SEND%20Local%20Offer%20is,educational%20needs%20and%20For%20disabilities>

Admission Arrangements

The normal school admission procedures will follow for any pupil regardless of need. The school aims to meet the needs of all children who wish to attend and the school SENDCo and Headteacher will liaise with parents and the School Governors in cases where additional provision is required. The local authority will offer school a period of consultation to decide whether they can meet their needs.

Facilities

Entering and exiting the building can be accessed by wheelchair through any classroom doors from the playground area. The school has a toilet that is suitable for wheelchair access. There is wheelchair access also through the playground and we have a disabled toilet with changing facilities.

Allocation of Resources

Any funding to support a special need is deployed appropriately through resources or staffing.

Identification, Assessment and Review Procedures

Identification of a special educational need and/or disability may result from concerns raised by:

- Any member of staff
- Assessment data
- SENDCo
- Parents

Internal reviews will take place as part of the on-going assessment procedure and review of children's progress will take place with parents at set times. Parents will be invited to review pupil progress throughout the year.

Access to the Curriculum

Teachers use a wide range of strategies to enable children to access all National Curriculum subjects and Religious Education. Work is matched to ability levels and where necessary support is given through individual/group support. Resources are also matched to the child's needs. If necessary, specialist resources are used to support individual children e.g. writing aids, wobble boards. The decision to support in class or withdraw is determined by the learning activity and the child's needs. Short withdrawal periods may be necessary to enable the child to meet his/her individual targets. The child's self-perception will be of paramount concern when considering withdrawal or 'in class support'.

Inclusion

The inclusion of pupils with Special Educational Needs and/or disabilities is of high priority in the school. The school will take all steps, in consultation with parents, to enable children to participate in all areas of school life. The social integration of pupils is vital and the ethos of the school is one in which all children are valued. Each individual case will be examined if and when inclusion proves to have some obstacles attached and strategies will be developed to deal with those instances. Inclusion in all areas of school life, together with access to extra-curricular activities and school visits, are included.

SEND Training

The school will provide training for staff on the criteria for recognising and developing strategies for dealing with children who are identified as having Special Educational Needs and/or disabilities. In-house training and external training on identified needs are planned into continuous professional development for all staff. The SENDCo holds National Post-Graduate qualification for Senior Leadership and has over 12 years experience in the role.

Use of External Support Services

The school uses a range of external support agencies to support children with SEND. These include:

- Educational Psychologist
- SEND Teaching Support Team

- Physiotherapy
- Speech and Language
- Occupational Health
- Barnardo's Children's Charity

The school also liaises with or requests support from Links with Health, Social Services and voluntary organisations when it is felt that this will be of direct benefit to the child. The school also has close links with Child and Adolescent Mental Health Service (CAMHS). Regular meetings are held with support agencies.

School works in partnership with parents/carers when a request to involve outside agencies is required.

Partnership with Parents

The school aims to keep parents involved in their child's progress and supporting work with children at home. Parents are kept informed on a formal and informal basis. Written reports and face to face parents' evenings are held three times a year, in addition to termly Support Plan meetings for parents/carers of children with a special educational need and/or disability.

The school welcomes involvement with parents in the process of reviewing children's needs. Parents undergoing the stages of statutory assessment will be informed of the named persons and the process involved. Where appropriate, parents will be advised of Cumbria Information, Advice and Support Service

<https://www.westmorlandandfurness.gov.uk/schools-and-education/inclusion-service/special-educational-needs-and-disabilities-information-advice-and-support-service-sendias>

Where parents have difficulty in accessing information due to language or literacy difficulties, the school will take steps to arrange for appropriate support to be provided.

Links with Other Schools and Transition between and Beyond School

The school ensures close liaison with local secondary schools and staff meet to discuss the transfer process for all children, especially those with Special Educational Needs and/or disabilities.

Records of children's progress, attainment and Support Plans are transferred to school on departure. Secondary School SEND Coordinators will be involved in the transfer process, often through meetings with the family and the feeder school.

Criteria for Evaluating the School's SEND Policy

The Policy will be evaluated annually and governors will consider the ways in which the school identifies and assesses children with special educational needs and/or disabilities, the quality of provision, monitoring arrangements and the use of external agencies. SEND data and comparative whole school data will be analysed by the SENDCo and Headteacher in school and presented to governors for review on an annual basis.

Mrs Bulman can be reached at sbulman@calthwaite.cumbria.sch.uk

Complaints

Concerns should first be addressed with the class teacher in an attempt to resolve the difficulties. The second stage of the process would be to contact the SENDCo. The parent may also approach the Headteacher and subsequently the governing body.

If the parent feels the matter remains unsolved, they may apply to Cumbria County Council using the Local Authority complaints procedure.

If parents wish to appeal against the Cumbria County Council decision relating to a statutory assessment, they can refer to the Special Educational Needs and Disability Tribunal.

Useful Contacts

British Dyslexia Association	0118 966 2677 www.bdadyslexia.org.uk/
National Autistic Society	020 78332299 https://www.autism.org.uk/
Dyspraxia Foundation	01462 454986 https://dyspraxiafoundation.org.uk/
Cumbria County Council Special Educational Needs Liaison Officer	01228 226824 http://www.cumbrialscb.com/
Cumbria Local Offer	http://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/home.page See school website for Calthwaite CE Primary School Local Offer
Barnardo's Children's Charity	https://www.barnardos.org.uk/

Links with Other Policies and Documents

This policy links to our policies on:

- SEND Local Offer
- Pupil Premium
- Behaviour
- Equality Information and Objectives
- Supporting pupils with medical conditions eg Asthma
- Child Protection
- Complaints Procedure
- Safeguarding